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SAN FRANCISCO STATE NORMAL SCHOOL

BULLETIN No. 11

# ACTION READING

A METHOD OF TEACHING  
BEGINNERS TO READ

BY

EVA A. LEVY and CLARA CRUMPTON





# BULLETINS OF METHOD

## BY THE SAN FRANCISCO STATE NORMAL SCHOOL.

Twelve Bulletins have now been published. The editions of many have been exhausted, but the following may be obtained at this date (September, 1905), by inclosing price and addressing "The Bulletin Fund, State Normal School, San Francisco."

These Bulletins are published at cost, and the proceeds, as a revolving fund, are used in the publication of other Bulletins.

- No. 5. Scandinavia: The method of the chalk talk in teaching geography. (35 pages, illustrated.)

Walter J. Kenyon.

Price, 20 cents.

- No. 6. Method of teaching geography by topical readings. (43 pages.)

Frank F. Bunker.

Price, 20 cents.

Similar in plan and purpose to Bulletin No. 5, but using China as the basis of illustration. The idea of centralizing attention upon essential features, together with references to interesting descriptive material for teachers and pupils, is worked out in detail.

- No. 7. The teaching of language in the primary grades.

Effie B. McFadden.

Price, 35 cents.

This was originally printed as the course of study in language by the Board of Education of Sonoma County. A second edition, enlarged and improved, is now ready for distribution. This Bulletin gives, in extremely practical form, a systematic and graded series of lessons, with abundance of illustrative sentences and devices of method for weeding out the difficulties and errors of language usages.

- No. 9. A method of teaching column addition. (Part I, 15 pages.)

Frederic Burk.

Price, 15 cents.

This was originally published in the *Western Journal of Education*, December, 1904, but later corrected and issued as a Bulletin. The Bulletin uses the same principle as that employed in the new State Series Primary Arithmetic by McClymonds and Jones, but elaborates in fuller detail devices for drilling in column addition.

- No. 10. A teachers' handbook in geography:

Part I, North America and South America.

Walter J. Kenyon.

Price, 30 cents.

Part II, Europe, Asia, Africa, Australia, and the Islands of the Pacific.

Frank F. Bunker.

Price, 30 cents.

(If both parts are ordered, 50 cents.)

This handbook comprises a treatment of the most typical features (historic, economic, artistic, and political) of each of the characteristic areas of the entire world. The chief feature of the handbook is its attempt to indicate specifically, rather than in general terms, what is essential in the geography work of the elementary schools. In connection with each topic there is given a list of page references to accessible supplementary reading, which can be placed in the hands of the children as a basis for discussion. Following the "Reading List" is the topic "Suggestions." Under this head is given a more or less extended discussion of the topic, considering essentials to be brought out, adaptation of material to the children, methods of presentation, maps and pictures which will be of service, etc. Frequent reference is made to the State text. Particularly full treatment is given the United States and California, as the child should know more of these than of other regions.

- No. 11. Action reading.

Eva A. Levy and Clara Crumpton.

Price, 25 cents.

This manual and text offers a supplementary method for teaching beginners, especially foreign children, to make the first steps in reading. Combined with Bulletin No. 12, the teacher will have a complete handbook of the methods now employed in the Normal Training School in teaching primary reading.

- No. 12. The teaching of primary reading.

Alma M. Patterson.

Price, 30 cents.

This Bulletin is designed to be a practical handbook to accompany the new State Series of Readers (Cyr). The State Series offers no system, but this Bulletin follows the regular text lesson by lesson, outlining systematically supplementary lessons in phonics, word-building, sight-word drills, and a large variety of devices of method for securing attention and reviewing past work.

# ACTION READING

## A SUPPLEMENTARY METHOD OF TEACHING BEGINNERS TO READ

BY

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## PREFACE.

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"Action reading," so called, is a system for the earliest stage of learning to read. Its chief virtue lies in the fact that it easily secures intense attention, and intensity of attention is a necessary condition and measure of the degree of any kind of learning. As a method, it is not intended as a substitute for the usual primer-methods—phonics, word or sentence learning, etc.—but it is a system to accompany them, offering the relief of change. It is especially adapted for pupils who are just entering school and are finding their energies for action curbed by the requirements of the school to sit still. By easily securing their attention and by offering opportunity for movements, it is a suitable exercise for beginners. Secondly, it will be found especially adapted for foreign children who do not understand English, and for backward pupils whose attention it is usually difficult to secure. The commands are written upon the board for class action, and these foreign or backward children will first imitate their fellows, but gradually will learn to associate a given act with its written command. For successful use of this system, it is essential that the teacher should have a clear comprehension of the distinction in principle between it and the other methods of teaching reading. When a child comes to school, he already has an oral language. The usual methods proceed to translate the new written language into the forms of spoken language by which the pupil "understands." Action reading passes directly from the written language to the understanding. It is not translation into oral language.

### THREE STAGES OF THE SYSTEM.

There are three quite distinct steps or stages in the system.

STAGE I. *To associate with the specific act the written or printed command, so that, seeing this command, the pupil will execute it.* It is not necessary nor desirable that the pupil should recognize the individual

word of the command. It is sufficient that he should be moved to execute the act upon seeing the written command. He therefore does not translate the printed sentence into oral form, but he simply recognizes the command *as a whole*. The error of using the exercises in this book, in the first stage, as "translation" exercises will render useless the entire system. When, for the first time, the pupil sees "Fold your arms" he must not learn to understand it by translating each of these words into spoken language, and then, by putting them together, comprehend and execute. On the contrary, he must learn to associate the sentence *as a whole* with the act of the folding of the arms. By repeated presentation of the sentence, accompanied by the doing of the act, the two become closely associated.

STAGE II. *To recognize the words of the command, as individuals, apart from the sentence.*

STAGE III. *To get the meaning of the sentences, not in terms of action as in the first stage, but through the eye from the printed page.* We now, for the first time, place the book in the hands of the pupil and treat it exactly as an ordinary reading text. The commands, in the third stage, become translation exercises. But they are easier than the usual reading exercises of the primers, for the reason that the pupil has already learned the meaning of the former as wholes, while in the case of the exercises of the usual primer the meaning is unknown. Moreover, the child, reading the sentences which he has already learned by action, has but one thing to learn: to wit, the words. Their meaning in combination is already known. The exercises have been systematized and arranged to secure the benefits of constant repetition. New commands are introduced one at a time and then all repeated constantly. In the same manner the order of words introduced is systematically arranged.

# ACTION READING.

## LESSON I.

Stand.

Sit.

Fold your arms.

Write the first act to be performed, *Stand*, upon the board. Then say, "I am going to do what this (pointing to word *Stand*) tells me to do." Then stand. The teacher then calls upon the class and individuals to perform the act, pointing to the form at the same time, thus establishing an association between the act and the form. Have the class sit, and when you point to *Stand* have them act promptly. Repeat this until it is done with readiness.

While the class is standing, and without erasing the form from the board, say, "Now I am going to write something else upon the board that we shall do." Write *Sit* under *Stand*. Then say, "Now I am going to do what it (pointing to *Sit*) tells me to do." Sit in a chair. Have the entire class perform the act. Review several times the acts of sitting and standing, alternating individual and class action.

Now tell the children that you are going to write something different upon the board. Under *Sit*, write *Fold your arms*. Perform the act and proceed as before. Review thoroughly the three commands. Continue this with succeeding lessons until the commands are mastered—that is, become reflex with the class.

Since we want *concerted* action, it is necessary that the children should understand, definitely, what the teacher demands of them. They should also know the precise moment to execute the command, so that each will act upon his own judgment. Therefore, give a definite signal for the act to be performed, such as turning very quickly, or placing of the period. Word signals—"Class" or "Ready"—may be used. But whatever signal is chosen, the act must be performed promptly. If certain children fall behind they must be drilled individually, alternating with class action.

Make no effort, at this time, to have the pupils recognize the separate words. We wish them first to recognize the meaning of the sentence *as a whole*.

## LESSON II.

Stand.

Fold your arms.

Sit.

Raise your hands.

Put your hands down.

Proceed as in Lesson I, impressing the new commands as vividly as possible, reviewing them at least twenty times during the lesson.

### LESSON III.

Stand.

Raise your hands.

Put your hands down.

Sit.

Fold your arms.

your	Raise	Stand	hands
Sit	Fold	arms	down
Put			

We have now reached the second stage of our work. Assuming that the children comprehend the meaning of these first five commands in terms of action, we are now ready to break the sentences into drills for word recognition. A method which brings excellent results, and at the same time does not require any decided breaking away from the first step, is to place, for example, the command *Raise your hands* upon the board. Say to the class, "This sentence told you to raise your hands. Now who can show me the one word *hands* upon the board? Who can underline *hands* with red chalk?" As the hands of the class come up the teacher should be careful to select that child who will do her bidding correctly, because the children are getting the first impressions of the



words. Then say to the class, "We will put *hands* away by itself. Now I wonder which word says *raise*. Let us put that in a row with *hands*. And whose hands are they?"

Continue thus until we have the word-drill above. Point promiscuously to words, and have them pronounced by individuals—then have the whole list named. It will be surprising how quickly the words are mastered.

To relieve the monotony of the word-drill we would suggest the following devices to be used in this and succeeding lessons:

(a) Have the list of words upon the board and give each child one word on a card. Let the children, pointing to and naming words on the board, guess which is on John's card, Alice's, etc.

(b) Send one child from the room; the class choose one word from the drill; the child returns and says (pointing to the word), "Is it *fold*?" The class replies, "No, it is not *fold*." Let him continue until he finds the chosen word.

(c) Place the words on the pantry shelf, and let the children play mice.

(d) Place the words around a circle, and let the children go around the world.

(e) Draw a train containing all the words, and let the children go through the train hunting for a friend.

(f) Draw the Golden Gate and a great many boats (words) in the bay. Any child naming a boat may have his initial on the flag, and thus he goes for a sail.

(g) Write word upon the board, erase quickly, and call upon a child.

(h) Write the words on large cards, flash before the class, and have each named.

(i) Draw a house, write the words inside the house, and represent the house as on fire. The child who can name the word may erase it. He has saved this word from the fire.

(j) Draw a ship, write the words in the ship, and represent the ship as sinking. All the words named are saved from the wreck.

(k) Arrange the words upon a ladder, and call upon a pupil to climb the ladder by calling the words upon the rounds. Sometimes, if the



words are unusually difficult, reward the child by placing his picture at the top.

(*l*) Arrange the words upon steps, and have the child go up the steps without falling, by calling all the words correctly.

(*m*) Write the words in different colored chalk. The child may choose his color and name all the words written in that color.

(*n*) Send two children to the board with pointers. The teacher or some child calls the word. See which child can find it first. Be sure the child says the word when he finds it.

(*o*) Draw many balloons with unattached strings and a stick at the bottom of the board. Write the words upon the balloons. As a child names a word, draw a string attaching the balloon to the stick so it can not fly away.

(*p*) Draw a tree and write the words in the tree. Let them represent nuts, and allow the children to play squirrels naming the words.

(*q*) Write the words in apples on the board. See how many apples each child can take to his mamma by naming words.

(*r*) Arrange the flash-cards upon a table and allow the children to play store.

#### LESSON IV.

Raise	hands	Sit	Fold
your	Put	arms	down
	Stand		

Raise your hands. Stand.

Put your hands down.

Fold your arms. Sit.

Fold your hands. Raise your arms.

Put your arms down.

Fold your hands.

We are now ready to use the book as a reading text. The children know the meaning of each sentence. They also know the individual words. Attention can now be wholly given to expression. The method is the same as that of any reading text. A few extra devices are here suggested as occasional means of varying monotony:

(a) One child comes to the front and reads while the others perform the act.

(b) The children read the sentences around the room.

(c) Call upon individuals for different numbers.

(d) One child reads and the acts are not performed.

(e) The lesson is read silently by the children.

(f) A child reads, and as he reads the rest of the class, or a particular child or row, performs the act as the reader reads. This brings, in nearly every case, perfect expression, because it is nothing more than having one child talk to another.

## LESSON V.

Stand.

Fold your arms.

Raise your hands.

Sit.

Put your hands down.

Put your book into your desk.

Proceed as in Lessons I and II. Be sure a book is upon each child's desk, so that you may insist upon immediate obedience. At least thirty-five commands should be given in ten minutes.

## LESSON VI.

raise	sit	hands
Fold	Stand	down
your	arms	Put
into	desk	book

Raise your arms. Stand. Fold your arms. Sit. Raise your book. Put your book down. Fold your arms. Raise your book. Put your book down. Fold your hands.

## LESSON VII.

Place your hands upon your desk.

Stand.

Raise your hands.

Put your hands down.

Sit.

Put your book into your desk.

Fold your arms.

## LESSON VIII.

Sit      raise      arms      down      Put  
Fold      your      Stand      hands      book  
into      desk      Place      upon

Stand.    Raise your book.    Put  
your book down.    Sit.    Put your  
book into your desk.    Put your  
hands into your desk.    Raise your  
hands.    Fold your arms.    Raise your  
arms.    Put your arms down.    Fold  
your hands.

As a variation, after this lesson is read, the teacher may write it upon the board. Give each child a card upon which is written one sentence. As each child finds his sentence upon the board, let him underline it with colored chalk and read it. Exchange the cards and repeat.



## LESSON IX.

Point to your head.

Place your hands upon your desk.

Raise your hands.

Stand.

Put your hands down.

Fold your arms.

Sit.

Put your book into your desk.

## LESSON X.

into	raise	hands	Put
fold	stand	upon	to
your	Place	down	Point
desk	arms	book	head
sit			

Fold your arms upon your desk.  
Raise your arms. Place your hands  
upon your desk. Put your book  
into your desk. Fold your hands  
upon your desk. Stand. Raise  
your book. Place your book upon  
your desk. Put your book into  
your desk.

## LESSON XI.

Point to the paper and to the book.

Point to your head.

Place your hands upon your desk.

Fold your arms.

Stand.

Raise your hands.

Put your hands down.

Sit.

Put your book into your desk.

## LESSON XII.

desk	raise	hands	down
sit	into	Stand	Place
fold	your	upon	arms
point	paper	and	to
book	head	Put	

Raise your arms. Point to your head. Place your book upon your desk. Point to your book. Put your book upon your head. Point to your head. Put down your book. Place your book and hand in your desk. Fold your hands upon your desk.

It is well to use these reading lessons as cut-up stories, writing the words on separate cards, and have the sentences put together. It will be found that, if the work has been thoroughly done, the children will make the sentences without the aid of the text.

### LESSON XIII.

Take the paper from your book.

Point to the paper and the book.

Put the book into your desk.

Stand.

Raise your hands.

Point to your head.

Sit.

Put your hands down.

Place your hands upon your desk.

Fold your arms.

#### LESSON XIV.

desk	, your	and	head
sit	into	to	Put
stand	hands	down	Take
hands	arms	book	point
fold	upon	from	
raise	paper	Place	

Raise your paper. Place your paper in your book. Point to your paper and your book. Place your paper upon your head. Put your paper down. Stand. Point to your head. Fold your arms. Place your hands upon your head. Fold your hands. Point to your head and to your book.



## LESSON XV.

Point with your pencil to a girl. Stand.

Point to your head. Sit.

Take the paper from your book.

Point to the paper and the book.

Place your hands upon your desk.

Raise your hands. Put your hands down.

Put the book into your desk.

Fold your arms.

## LESSON XVI.

desk	upon	point	head
into	and	Place	Take
paper	to	from	Pencil
with	girl	with	

If further drill is necessary on *stand, sit, your, fold, raise, arms, hands*, refer to Lesson XIII.

Place your head upon your desk.  
Take your head from your desk.  
Point to your paper. Place your  
paper in your book. Place your  
book in your desk. Take your book  
from your desk. Take the paper  
from your book. Point to your  
paper and to your head.

## LESSON XVII.

Raise your right arms, boys.

Point with your pencil to a girl.

Take the paper from your book.

Stand. Raise your hands. Sit.

Place your hands upon your desk.

Fold your arms.

Point to the paper and the book.

Put the book into your desk.

Point to your head.

Be sure oral drill has been given on *right* and *left*.

## LESSON XVIII.

point	and	Place	right
from	upon	head	with
pencil	Take	girl	
paper	boys	to	

Stand from your desk. Sit. Raise your pencil and your book. Put your pencil down. Put your book into your desk. Point with your pencil to a girl. Take your book from your desk. Fold your paper. Put the paper into your desk. Fold your hands upon your desk. Point with your pencil to a girl.

## LESSON XIX.

Raise your paper in your left hand.

Point with your pencil to a girl.

Take the paper from your book.

Put your book into your desk.

Raise your right arms, boys.

Fold your arms.

Point to the paper and the book.

Point to your head.

Place your hands upon your desk.

Raise your hands. Stand.

Put your hands down. Sit.

## LESSON XX.

with	right	Pencil	from
boys	left	in	Point
Take	and	girl	to
paper			

Raise your right arm. Raise your pencil in your right hand. Put your pencil into your desk. Point with your right hand to a boy. Put your hands into your desk. Place your book upon your desk. Point with your right hand to a girl. Fold your paper. Place your paper upon your head.



## LESSON XXI.

Turn to the north.

Stand on your left foot.

Sit.

Raise your paper in your left hand.

Point with your pencil to a girl.

Take the paper from your book.

Point to the paper and the book.

Raise your right arms, boys.

Fold your arms.

Put your book into your desk.

Point to your head.

Place your hands upon your desk.

Raise your hands.

Put your hands down.

Be sure the children know the points of the compass.

A very good way to stimulate the interest in these action lessons is to occasionally divide the class into sections and pit them against each other, giving the points to the side that executes the command first *after* the teacher's signal. Be generous with the word of praise.

## LESSON XXII.

Turn	boys	left
right	Take	girl
in	paper	from
Pencil	and	with

Stand from your desk, girls.  
Raise your right hands, boys. Point  
to your head with your left hand.  
Raise your book in your right hand.  
Fold your hands upon your head.  
Put your pencil into your book.  
Point to your book with your left  
hand, girls. Take your pencil from  
your book. Raise your paper and  
your book. Fold your paper. Place  
your paper in your book.

### LESSON XXIII.

Turn to the south side of the room.

Stand on your left foot.

Turn to the north.

Take the paper from your book.

Raise your paper in your left hand.

Point with your pencil to a girl.

Raise your right arms, boys.

Raise your hands.

Put your hands down.

Point to the paper and the book.

Put your book into your desk.

Place your hands upon your desk.

Point to your head.

## LESSON XXIV.

Turn	in	girl	south
right	Take	foot	north
boys	Pencil	from	with
side	left	of the room	

Stand. Turn to the north. Stand on your right foot. Place your left hand upon your head. Point to the north with your pencil, boys. Point to the right of your paper. Place your pencil upon your paper. Turn to the right, boys. Turn to the left, girls.

## LESSON XXV.

Smell your flower.

Stand on your left foot.

Turn to the north.

Point to your head.

Turn to the south side of the room.

Raise your right arms, boys.

Point with your pencil to a girl.

Raise your paper in your left hand.

Place your hands upon your desk.

Take the paper from your book.

Point to the paper and the book.

Put your book into your desk.

## LESSON XXVI.

Smell	side	foot
girls	of the room	left
right	North	Turn
with	boys	flower
in	right	pencil

Turn to the south side of the room. Point to the right side of your book. Stand on your left foot, boys. Fold your hands upon your head. Put your left hand upon the right side of your desk. Point to the left side of the room, girls. Turn to the north side of the room. Fold your hands.

## LESSON XXVII.

Touch your pretty flower.

Smell your flower.

Point to your head.

Stand upon your left foot.

Turn to the south side of the room.

Raise your paper in your left hand.

Turn to the north.

Raise your right arms, boys.

Point to your head.

Place your hands upon your desk.

Point to a girl with your pencil.

Take the paper from your book.

Point to the paper and the book.



## LESSON XXVIII.

in	boys	north
side	left	Touch
right	Turn	pretty
smell	flower	foot

of the room

Raise your flower. Smell your flower, girls. Turn to the south, boys. Point to the flower with your left hand. Place your flower in your book. Fold your paper. Place your paper in your book. Take your flower from your book. Smell your flower.

## LESSON XXIX.

Point to the east.

Clap your hands three times.

Stand upon your left foot.

Turn to the north.

Smell your flower.

Point to your head.

Turn to the south side of the room.

Take the paper from your book.

Raise your paper in your left hand.

Point with your pencil to a girl.

Raise your right arms, boys.

Point to the paper and the book.

Touch your pretty flower.

(Be sure this clapping is done in unison.)

## LESSON XXX.

smell	left	Touch	clap
foot	Turn	pretty	east
in	flower	three	times
side	north	of the room	

Stand from your desk. Touch your head with your left hand. Smell your pretty flower, girls. Touch your left foot with your pencil. Point with your right hand to a boy. Stand upon your left foot. Turn to the north. Take your pencil in your right hand. Point to the south side of the room. Fold your arms upon your desk.

## LESSON XXXI.

Take the paper from your book.

Draw a cat and a dog upon your paper.

Stand upon your left foot.

Point to the east.

Turn to the north.

Smell your flower.

Clap your hands three times.

Turn to the south side of the room.

Raise your right arms, boys.

Point with your pencil to a girl.

Touch your pretty flower.

Point to the paper and the book.

Raise the paper in your left hand.

## LESSON XXXII.

foot	flower	three	room
smell	north	clap	of
Turn	Touch	east	Draw
side	pretty	times	

Touch your foot. Clap your hands three times. Turn to the north side of the room. Point to your flower. Boys, point to the east. Smell your pretty flower, girls. Touch your flower three times. Point your pencil to the north side of the room. Raise your foot. Clap your hands three times. Girls, turn to the east side of the room. Touch your foot with your left hand. Raise your pretty flower in your right hand.

### LESSON XXXIII.

Look at the west window.

Point with your pencil to a girl.

Touch your pretty flower.

Point to the east.

Take the paper from your book.

Draw a cat and a dog upon your paper.

Raise the paper in your left hand.

Clap your hands three times.

Stand upon your left foot.

Turn to the south side of the room.

Smell your flower.

Turn to the north.

Raise your right arms, boys.

Children's names may be written after a command when you desire to have an individual action.

## LESSON XXXIV.

smell	pretty	times	west
flower	three	room	window
side	clap	of	look
Touch	east	Draw	at

Clap your hands three times. Turn to the east side of the room. Look at the window. Look at your flower. Point to the window. Look at the west side of the room. Smell your flower. Draw your flower. Touch the window, ———. Look at your pencil. Touch your desk with your left hand. Raise your pencil, girls. Look at the window. Look at the pencil. Draw a cat. Point to the east. Clap your hands two times.



Write the following commands upon the board or upon cards. Have the class follow these for seat work:

Fold your paper to make a book.

Draw a cat in your book.

Draw a hand in your book.

Draw a dog in your book.

Draw a flower in your book.

Draw a girl in your book.

Draw a boy in your book.

Draw a pencil in your book.

### LESSON XXXV.

Tear your paper into two pieces.

Draw a cat and a dog upon your paper.

Raise the paper in your left hand.

Point with your pencil to a girl.

Clap your hands three times.

Stand upon your left foot.

Turn to the north.

Point to the east.

Look at the west window.

Turn to the south side of the room.

Raise your right arms, boys.

Touch the pretty flower.

Smell the flower.

# LESSON XXXVI.

Draw	east	pretty	pieces
window	times	Touch	Tear
west	Clap	three	two
Look	Smell	flower	

Look at the window. Touch your desk three times. Look at the north side of the room. Smell your pretty flower. Point to your head with your left hand. Tear your paper into two pieces. Clap your hands three times. Look at the west side of the room. Look at your book. Draw a flower upon your paper. Raise the paper in your left hand. Tear the paper into two pieces. Smell your pretty flower. Raise two pieces of paper.

Put two pieces of paper into your book. Raise your book in your right hand. Draw a cat upon your paper. Clap your hands three times. Look at the window. Point to the window.

### LESSON XXXVII.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Draw a cat and a dog upon your paper.

Raise the paper in your left hand.

Touch the pretty flower.

Raise your right arms, boys.

Smell the flower.

Stand upon your left foot.

Clap your hands three times.

Turn to the south side of the room.

Point to the east.

Look at the west window.

Turn to the north.

# LESSON XXXVIII.

Draw	pieces	Touch	two
east	west	one	Look
window	Hold	Tear	Clap
pretty	times	other	three

Draw a flower upon your paper. Hold your paper in your left hand. Tear your paper into two pieces. Put one piece of paper into your book. Put the other piece of paper into your desk. Look at the north side of the room. Touch your desk three times with your left hand. Raise your right hand. Put your other hand upon your head. Hold your book in one hand. Hold your pencil in your other hand. Draw

a cat. Touch your flower. Hold two pieces of paper in your right hand. Point your other hand to the window.

### LESSON XXXIX.

Open the door.

Look at the west window.

Clap your hands three times.

Touch the pretty flower.

Stand upon your left foot.

Turn to the north.

Turn to the south side of the room.

Smell your flower.

Point to the east.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Draw a cat and a dog upon your paper.

Raise the paper in your left hand.

## LESSON XL.

Draw	east	window	times
pieces	west	Hold	one
times	Look	Tear	three
two	door	Clap	open
	other		

Tear your paper into two pieces. Look at the west side of the room. Hold your pencil in your left hand. Clap your hands three times, boys. Point to the door. Tear your paper into two pieces. Open the door, —. Draw the picture of a cat upon your paper. Hold one piece of paper in your right hand. Open your book. Point your pencil to the door. Put one piece of paper into your desk. Open the window, —. Touch your

head three times. Put one hand into your desk. Put the other hand upon your head. Hold your book in your left hand. Point your pencil to the north. Open your book. Look at the window.

### LESSON XLI.

Open the door.

Tell me what you did.

Stand upon your left foot.

Turn to the north.

Look at the west window.

Draw a cat and a dog upon your paper.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Turn to the south side of the room.

Touch the pretty flower.

Point to the east.

Smell your flower.

Clap your hands three times.



## LESSON XLII.

west	Tell	Tear	me
door	pieces	window	one
Look	two	hold	open
Draw	you	did	other
	what		

Look at the window on the west side of the room. Tell me what you did. Tear your paper into two pieces. Put one piece upon your head. Tear the other piece into three pieces. Tell me what you did. Open the book. Put the three pieces of paper into your book. Hold the book in your left hand. Point to the ceiling. Tell me what you did. Turn to the south side of the room. Point to the door with

your left hand. Boys, stand from your desks. Raise your hands. Boys, sit, and draw the picture of a cat upon your paper.

### LESSON XLIII.

Look at the ceiling.

Tell me what you did.

Smell your flower.

Open the door.

Look at the west window.

Touch your pretty flower.

Point to the east.

Clap your hands three times.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Draw a cat and a dog upon your paper.

Turn to the south side of the room.

# LESSON XLIV.

pieces	one	What	me
Tell	open	Look	window
you	ceiling	door	did
Tear	other	west	hold
two			

Open your book. Look at the ceiling. Look to the west side of the room. Tear your paper into three pieces. Tell me what you did. Put two pieces of paper into your book. Hold the other piece in your left hand. Look to the west. Tell me what you did. Point to the window with your left hand. Open the window,——. Tell me what—— did,——. Look at the east side of the room. Turn to the west side of

the room. Tell me what you did.  
Put one hand into your desk. Look  
at the other hand. Tell me what  
you did.

### LESSON XLV.

Shut your eyes.

Tell me what you did.

Open the door.

Look at the ceiling.

Smell your flower.

Look at the west window.

Clap your hands three times.

Draw a cat and a dog upon your paper.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Point to the east.

Touch the pretty flower.

## LESSON XLVI.

pieces	Tear	What	me
you	one	other	shut
Tell	ceiling	door	did
two	open	eyes	hold

Hold your paper in your left hand. Tell me what you did. Point to the ceiling with your left hand. Open your book. Tell me what you did. Shut your eyes. Tear your paper into two pieces. Tell me what you did. Put one piece of paper into your book. Point your pencil at the other piece of paper. Look at the ceiling. Shut your eyes, boys. Tell me what the boys did. Open the door, —. Shut the door, —.

Tell me what—— did,——. Stand.  
Clap your hands. Smell your pretty  
flower. Look at the window.

### LESSON XLVII.

Find page 7 in your book.

Read what it says.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Clap your hands three times.

Point to the east.

Draw a cat and a dog upon your paper.

Touch the pretty flower.

Look at the west window.

Tell me what you did.

Shut your eyes.

Look at the ceiling.

Open the door.

## LESSON XLVIII.

you	one	other	shut
Read	open	door	did
Tell	ceiling	says	Hold
page	What	me	it
	Find	eyes	

Open your book to page 10. Read what it says. Tell me what you did. Shut your eyes. Find page 7 in your book. Read what it says. Look at the ceiling. Put your left hand upon your head. Hold your book in the other hand. Tell me what you did. Open your book to page 4. Tell me what you did. Read what it says. Open the door, —. Shut your eyes and open your book. Tell me what you did.



Find page 2 in your book. Read what it says. Tell me what you did.

Write the following directions upon the board, to be used for seat work:

Open your book to page 4. Read what it says. Read page 14. Read page 24. Draw what it says on page —.

### LESSON XLIX.

Put your hands over your mouth.

Point to the east.

Clap your hands three times.

Tear your paper into two pieces.

Hold one piece in your left hand and  
the other in your right hand.

Find page 7 in your book.

Read what it says.

Open the door.

Draw a cat and a dog upon your paper.

Look at the ceiling.

Tell me what you did.

Look at the west window.

Shut your eyes.

## LESSON L.

you	shut	page
eyes	did	What
Read	says	me
open	ceiling	over
door	Tell	it
Find	mouth	

Open your book and read what it says on page 10. Tell me what you did. Hold your hand over your mouth. Point to your mouth. Tell me what you did. Open your book. Put your hand over your book. Tell me what you did. Shut your book, and look at the ceiling. Take your paper in your left hand. Put it into your desk. Tell me what you did with it. Read what

it says on page 10 of your book.  
Touch your mouth. Put your hand  
over your mouth.

### LESSON LI.

Touch your ear with your little finger.

Draw a cat and a dog upon your paper.

Open the door.

Put your hands over your mouth.

Look at the west window.

Tear your paper into two pieces.

Tell me what you did.

Hold one piece in your left hand and  
one in your right hand.

Look at the ceiling.

Find page 7 in your book.

Read what it says.

Shut your eyes.

## LESSON LII.

shut	What	over	Find
page	Read	ear	mouth
you	says	it	finger
eyes	me	little	did
	ceiling	Tell	

Point to the ceiling with your little finger. Tell me what you did. Touch your desk with your little finger. Put your hand over your mouth. Tell me what you did. Open your book to page 10. Read what it says. Point to the west side of the room with your little finger. Shut your eyes. Tell me what you did. Look at the ceiling, boys. Girls, put your little fingers upon your books. Touch your ear

with your little finger. Point your pencil to your ear. Tear one piece of paper into two pieces. Put your hand over your ear. Tell me what you did.

### LESSON LIII.

Write a word and a number upon your paper.

Look at the west window.

Touch your ear with your little finger.

Open the door.

Find page 7 in your book.

Read what it says.

Look at the ceiling.

Tear your paper into two pieces.

Hold one piece in your left hand and one in your right hand.

Tell me what you did.

Put your hands over your mouth.

Look at the west window.

Shut your eyes.

## LESSON LIV.

Write	word	little	Read
ceiling	Find	ear	eyes
finger	over	number	page
mouth	it	says	shut

Write a number upon your paper. Boys, draw a flower upon your paper. Girls, write a word upon your paper. Point to the word upon your paper with your little finger. Shut your eyes. Touch your left ear. Put your hand over your mouth. Open your book to page 10. Tell me what it says. Write a word upon your paper. Read two words from page 10 of your book. Write a number upon your paper. Point

your little finger to the door. Find page 12 in your book. Read what it says.

### LESSON LV.

Show me your blotter.

Tear your paper into two pieces.

Hold one piece in your left hand and one in your right hand.

Put your hands over your mouth.

Tell me what you did.

Write a word and a number upon your paper.

Touch your ear with your little finger.

Find page 7 in your book.

Read what it says.

Open the door.

Look at the ceiling.

Look at the west window.

Shut your eyes.



## LESSON LVI.

Write	Show	finger	ear
blotter	Shut	little	word
over	it	eyes	Find
says	Read	mouth	number

### Page

Write a word upon your paper, girls. Put the blotter over the word. Show me the word on your paper. Open your book to page 10. Read what it says. Put your blotter into your book. Put your little finger upon your blotter. Find the word cat in your book. Put your little finger upon your ear. Write the number 10 upon your paper. Shut your eyes, girls. Put your

blotter into your desk. Tell me what you did. Show me your right hand. Show me your left hand. Turn to page 9 in your book. Put your blotter into your book. Raise your blotter in your left hand.

*Seat Work.*—Find page — in your book. Read what it says. Write what it says upon your paper.

Fold your paper to make a book. Write your name at the left side of your paper. Write *baby* three times. Write *cat* two times.





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